NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

THE bulletin

Vol. 47/No. 5

March 2004

In Appreciation of Teachers

by LESLEY-ANN BROWNE

My goodness it has been a busy winter. Well of course last fall was busy, and then again so was last spring and summer. I guess there is a pattern there somewhere.

One of the events that kept us so busy is organizing Education Week. As I write this, preparations are well underway for Education Week 2004 and the event may well have passed by the time you read this. As you know, the Opening Ceremonies will be held in Labrador for the first time in the history of Education Week. The staff at J.R. Smallwood Middle School in Wabush has been very busy organizing activities for the event and are thrilled that the Opening Ceremonies will be held at their school. Their organizing committee is made up of teachers, parents and retired teachers. They are an enthusiastic group of people and a pleasure to work with. I commend them for their hard work and dedication, especially in organizing an event with assistance so far away.

We are also thrilled this year that Dr. Alice Collins, Dean of Education at Memorial University's Faculty of Education, agreed to be Honorary Chairperson for Education Week. Dr. Collins is a great advocate for education in this province and we were delighted when she agreed to be our Honorary Chairperson.

The provincial Education Week organizing committee of teacher volunteers spent a great deal of time this fall and winter preparing the resource materials for teachers to use during the week. The organizing committee designed the Resource Booklet for possible use throughout the entire school year. The activities do not need to be limited to Education Week, and if the resource booklet gets misplaced the activities can be accessed on line through the NLTA website.

Two groups wanted to join the Education Week celebrations this year by honoring teachers. The St. John's Maple Leafs, in conjunction with *The Newfoundland Herald* and NTV sponsored an "Honor Thy Teacher Contest". Students were asked to write about their teachers and send entries to *The Newfoundland Herald*. Selections were made among the entries and several teachers were invited to attend a hockey game on the Saturday evening before the launch of Education Week.

As well, Johnson Incorporated, as part of their 40th anniversary of service to the NLTA, sponsored two contests. One of the contests was solely for School Representatives and members of Branch Executives. Fifty prize packages of two tickets each were given away. The other contest was open to all teachers in the province. Winners were provided with transportation to St. John's, a night accommodations, tickets for two to the same St John's Maple Leafs game, and spending money. Both contests were designed to show appreciation to teachers, and Education Week was a great time to do this.

All our teachers deserve appreciation and recognition for the great work they do. While acknowledgment in small ways like Education Week and teacher appreciation contests may not reach all teachers, it is certainly an indication that others are aware of the tremendous contribution made by teachers and their hard work and dedication.

bulletin

Lesley-Ann Browne
Editor

Michelle Lamarche
Editorial Assistant

Linda Babstock, John Bishop, Elliott Green, Louise King
Design • Printing • Distribution

Linda Farrell
Online Services

The Bulletin is published eight times a year during the school year by the Nfld. and Labrador Teachers' Assn., 3 Kenmount Road, St. John's, Newfoundland, Canada, A1B 1W1.
Tel: 709-726-3223; 1-800-563-3599
Fax: 709-726-4302; 1-877-711-6582
e-mail: labrowne@nlta.nl.ca
Internet Address: www.nlta.nl.ca

Unless otherwise indicated, materials used in *The Bulletin* may be reproduced or broadcast without permission. Advertisements and/or notices of resources carried in this publication do not imply recommendation by the Association of the service or product. Advertising inquiries should be directed to: Michelle Lamarche, Ext. 227
mlamarche@nlta.nl.ca

Subscription Rate: $16 per year.
For subscriptions and address changes contact Printing Services, Ext. 249.

Deadlines for material are:
April Issue: March 1
May Issue: April 1

ISSN-1189-9662

Member of the Canadian Educational Press Association, Canadian Public Relations Society, International Association of Business Communicators, and the Canadian Association of Communicators in Education.

Printed on Recycled Paper

Features

10 Benefits & Economic Services
Employment Insurance:
The Basic Facts About "Special Benefits"
by Stefanie Tuff

12 *Financing a Year of Deferred Salary Leave*
by Don Ash

14 Professional Development
Challenges and Issues in
Planning for Effective PD
by Dr. Karen Goodnough

16 *To Be or Not to Be a Teacher:*
Making the Toughest Decision of All
by Beverley Park

17 *Teachers Institute on Canadian*
Parliamentary Democracy: Fantasy Camp
for History Geeks and Political Junkies
by Carol Powell

18 Canadian Teachers' Federation
Section 43: Supreme Court Decision
Supports CTF's Intervention
on Behalf of Teachers
by Harvey Weiner

19 Hats Off!
2003-04 Drover Awards:
Teachers Recognized for
Contributions to English Language Arts

20 Living Well
Spirit in Life and Teaching
by Marie Wall

22 Health Matters
Nutrition Month 2004:
Eat Well, Play Well: At School
by Glendora Boland

24 *Child Nutrition Programs:*
Nutritional Benefits and More
by Jim Brazil

26 Viewpoint
Top Ten Lessons Learned: Reflections on
a First Conference Presentation
by Kimberly Maich & Sharon Kean

Departments

Up Front	*2*
On Location News	*4*
In Memoriam	*9*
Calendar	*back cover*

Elizabeth Murphy

Elizabeth Murphy has been employed for 30 years by the Burin School District in various positions including K-4 multigrade teacher, teacher librarian, special education teacher, math science teacher, technology itinerant and math department head. She has a B.A. (English) 1980, B.Ed. 1981, and an M.Ed (Teaching) 1988 from Memorial University.

Elizabeth has been involved with the NLTA since early in her career and was NLTA school representative for most of the years from 1977 to 1992. She was Public Relations Officer with the Home Economics Special Interest Council from 1982-83, Chairperson of the Small Schools Special Interest Council from 1991-92, and a member of the Royal Commission Response Committee from 1992-93. At the branch level she was Vice-President of the Rushoon-Terrenceville Branch (1992-03), Branch Political Action Officer (1993), Secretary-Treasurer (1994-95), and President (1995-97). She has also been a member of the NLTA STEM-Net Advisory Group (1996-98), member of the Finance and Property Committee (1997), and Chair of PITCOM (1999-2003).

Elizabeth has been a member of the NLTA Provincial Executive Council since 1997. She is presently Chair of the Curriculum Committee.

Elizabeth is currently a teacher at Christ the King School in Rushoon.

Fred Wood

Fred Wood has been teaching at Queen Elizabeth Regional High School in Foxtrap since 1984 and is currently Social Studies Department Head. From 1973 to 1984 he taught in Bonavista, Labrador City, Bay Roberts and Port aux Basques. He has a B.A., B.Ed. from Memorial University (1973) and a M.Ed., Educational Administration from MUN (1990).

Fred has been involved with the NLTA for many years. At the branch level he was President of the Conception Bay South Branch (1997-99), Vice-President (1995-97), Treasurer (1994-95), and Member-at-Large (1992-94). He was a member of the PRISM Committee from 1992-93, member of the Communications/Political Action Committee from 1994-95 and 1997-98, and a member of the Benefits and Economic Services Committee and the Resolutions Committee, AGM '97 from 1996-97. He attended CONTACT in 1996 and 2000.

Fred has been a member of the NLTA Provincial Executive Council since 1999. He has been Chair of the Communications/Political Action Committee, and a member of the Ad Hoc Committee on Province-Wide Voting. He is currently Chair of the Equity Issues Committee and Chair of the NLTA Support Staff Negotiating Team. Fred is also a member of the Negotiating Team for the current round of bargaining.

At the community level Fred has been actively involved with the Manuels River Natural Heritage Society and the Royal Canadian Legion Branch 32 in Bay Roberts.

NEWS

WING'S POINT

Project promotes student growth and development

"Living Life… Living Proof" (www.acl.on.ca), a joint ArtsSmarts and Grassroots project, proved to be an invaluable experience for the Special Needs students, the teacher, student assistants, the artist, the parents and the students and staff of Riverwood Academy, Wing's Point, Gander Bay.

The objectives of the project, "Living Life… Living Proof", were based upon the individual ISSPs developed for each student according to Department of Education guidelines for Criteria C students, as well as the learning outcomes for the primary/elementary language arts and art program as outlined in the prescribed elementary curriculum of Newfoundland and Labrador.

The major goal of the project was to explore the area of visual arts and technology as a tool to promote student growth and development.

Pictured (l-r): Christina Bursey, Jeremy Head, Mrs. Lynn Penney (Special Needs teacher), Jill Ellsworth, and Lawrence Feltham (artist). Missing from photo: Luke Curtis and Mrs. Melva Tulk (Student Assistant)

Student objectives included: to further develop independence and reliance on his/her ability; to further develop math skills; to facilitate improvement in receptive language; to facilitate improvement in expressive language; to increase conceptual understanding of time; to facilitate improvement in functional academic skills; to utilize various forms of technology to assist the student's with reading, writing and oral language development; and to maintain sensory modalities.

As noted through the slide and video presentation during the unveiling ceremony, each child was involved in all aspects of the planning and execution of this project. All skills targeted were completed, and each student certainly went beyond expectations. "Indeed, what started out as an experiment in maintaining and developing ISSP skills through the medium of art and technology turned out to be a fantastic learning experience for all of us!" stated Lynn Penney, Special Needs Teacher.

"Interesting, exciting and rewarding certainly denote this project. We are not sure what would be the highlight of this experience – the process of watching the students and artist bring their picture to life, the picture itself, the unveiling ceremony or the building of the Grassroots' website. Each aspect brings a tremendous amount of pride to all of us."

The painting, aptly called "Living Life… Living Proof", truly represents the lives of four very amazing children. It also serves as proof to all of us the power of the human spirit to rise above misconceptions, ignorance and barriers and be productive, active participants in a community.

GRAND FALLS-WINDSOR

Primary students create community profile

If you drop by the Harmsworth Public Library in Grand Falls-Windsor you will notice a new book on display. It's not the latest *Harry Potter* or *Franklin* book. It's not even fiction. It's an informational text written by a young group of local authors at Woodland Primary in Grand Falls-Windsor. This new book, entitled *Woodland Connections*, is a community profile of the town of Grand Falls-Windsor.

In September 2002, each student in Ms. Warr's Grade 2 class began researching a service in his/her town and then wrote a report about the service. The class took

field trips to each of these places and Ms. Warr took pictures to accompany each report. All the reports were then compiled into *Woodland Connections*. The book was a long time in the making, but on January 15, 2004, last year's students from Ms. Warr's Grade 2 class presented the book to the librarian, Elizabeth Waye.

Woodland Connections is an ongoing social studies project which will grow and change with each new group of students in Ms. Warr's class. This year's class has already visited the Abitibi-Consolidated Paper Mill, the Central Newfoundland Regional Health Center, and Exploits Valley High (Maple Division) as part of the 2003-04 contributions to the book. "These children can't wait to 'get on the road again' to research another part of the rich history of Grand Falls-Windsor," said Ms. Warr.

Woodland Primary believes that education is a community responsibility and it strives to be closely connected to the Grand Falls-Windsor community it serves. Educators at the school also believe that the richer a child's experiences in his/her own community, the greater the understanding the child brings to the study of community living in other parts of the province, the country, and the world. Although this book was created by seven- and eight-year-old students, the information is accurate thanks to the many people who so willingly took the time to supply the necessary facts to these young authors. "Without the support and input of the people from Grand Falls-Windsor, especially Penny Wells who helped with the typing, this book wouldn't be possible," said Ms. Warr.

Front row (l-r): Sarah Manuel, Daniel Budgell, Hayley Vey, Ashley Paddock, Rebecca Gardner, Dallas Dunnett; Middle row (l-r): Abigail Cave, Peter Jackson, Cameron Collins, Regan Feltham, Kyle Goobie, Michael Antle, Nolan Smith; Back row (l-r): Michael O'Driscoll, Justin Champion, Megan Wells, Stephanie Mills, Elizabeth Waye (librarian), Jayne Hamlyn, Tyler Bowers.

A copy of *Woodland Connections* has also been placed in the library at Woodland Primary. Since these two books will remain in Grand Falls-Windsor for reference and viewing, the *Woodland Connections* web site (www.k12.nf.ca/woodland/links.html) has been created so that children can share their super reports and pictures with the rest of the world. People anywhere now have the opportunity to experience the scenic beauty and community spirit of this pulp and paper town through the eyes of these very young students.

French students raise funds for Children's Wish Foundation

This past fall, students from Mr. Doug Mason's Grade 5 French classes at Rennie's River Elementary School in St. John's held a school bake sale to raise money for the Janeway's Children's Wish Foundation. "Our bake sale was delicious! It was hard work getting ready for it, but it was lots of fun," said Grade 5 student, Maria Gehue. "We made French flags and place cards for our desks to give them a French flavour."

The students raised $152 for the Children's Wish Foundation. School principal Cathy Finn-Pike and Mr. Mason were very proud of the students' efforts. "We had just finished our French Unit on 'Au Cafe' and thought this would be 'une experience interessant pour les eleves," said Maria. "Merci, aux parents! Merci, tout le monde."

Rennie's River Elementary students Meghan Fitzgerald and Conor Flanagan, along with their Grade 5 teacher Mr. Doug Mason, present Ms. Marjorie Field, representative of the Royal Bank, with the proceeds raised for the Children's Wish Foundation.

Celebrate Volunteer Week

Volunteer Week, April 18 to 24, 2004, is a special time set aside in April to honour the people who donate their time and energy to their fellow citizens. The Week also raises awareness of the vital contribution volunteers make to our communities and to identity and values of our country.

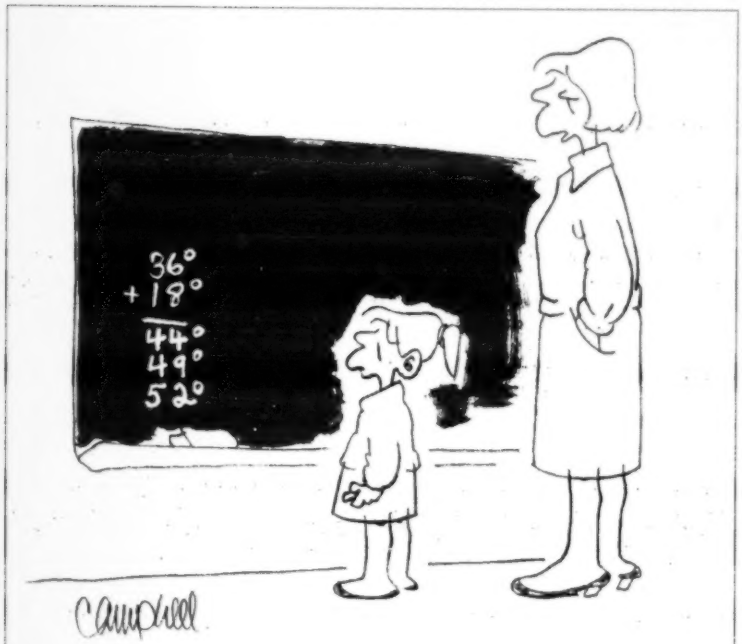
(continued on page 6)

From coast to coast to coast, volunteers are involved in our communities. Volunteers serve on the boards and committees of local agencies and associations; volunteers mentor peers, organize cultural and recreational activities, help neighbours, provide shelter and counseling services, clean up parks, coach teams and so much more. Volunteers help build and strengthen our communities by responding to the needs that make each community in Newfoundland and Labrador unique. Volunteers truly grow community.

The Volunteers Centre has stocked exciting and affordable recognition items for 2004. Items and order forms are available at www.enVision.ca or contact Kim Power at the Community Services Council Volunteer Centre at 753-9860 or 1-877-753-9190 (toll free).

REaD announces winners of 2003 poster competition

The NLTA Reading, English and Drama Special Interest Council (REaD) would like to congratulate the two winners of its 2003 poster competition. Shawna Marie Bartlett, a Grade 2 student from Gander Academy and Stacey O'Brien, a Grade 5 student from Baltimore School in Ferryland, both submitted posters on the theme, *The Power of Words*.



"You're getting warmer."

The contest was designed to promote and celebrate English Language Arts in our schools. Winning entries were chosen based on creativity and originality, reflection of the theme, layout and format, clarity of message and purpose, and content. Close to 100 entries were received from schools across Newfoundland and Labrador and winners were selected by members of the REaD Executive. Shawna and Stacey each received $100 cash for their winning entries.

Applications sought for Margaret Williams Trust Fund Award

Applications are now invited for the Margaret Williams Trust Fund Award which has been established to promote the development of librarianship in Newfoundland and Labrador. Funds are awarded on a competitive basis to applicants seeking funding for library-related projects or assistance in pursuing graduate studies in librarianship, archival studies, or teacher librarianship.

Annual awards generally approximate $1,500 and the deadline for applications is March 26, 2004. For further information and an application form contact Mr. Richard Ellis, Chairman, Board of Trustees, Margaret Williams Trust Fund, Queen Elizabeth II Library, Memorial University of Newfoundland, St. John's, NL, A1B 3Y1, Tel: 709-737-3862.

Grade Seven tobacco prevention resource launched

In recognition of National Non-Smoking Week, January 18-24, the Provincial Teen Tobacco Team (TTT) in consultation with Elizabeth Marshall, Minister of Health and Community Services, and Tom Hedderson, Parliamentary Secretary to the Minister of Education, launched a smoking prevention education resource for use with Grade 7 students throughout the province.

The Grade Seven Tobacco Prevention Resource Kit will support young people in making healthy decisions. The project was developed, designed and produced by the Teen Tobacco Team, in collaboration with the departments of Health and Community Services and Education. Team members identified, as a priority, the need to target junior high students, particularly in Grade 7, with smoking prevention messages.

"When we discussed our plan for this year, we felt we needed to develop a project that provided teens, like us, with information to make healthy choices to stay smoke-free – it's not adults that start smoking, it's kids," said Ryan Stratton, a member of the Teen Tobacco Team.

Minister Marshall stated that while tobacco use among youth in our province is decreasing, as a means of improving health and well-being we still need to focus on eliminating the use of tobacco.

"The Department of Education is pleased to be a partner in this project and feel the resource kit will complement our comprehensive school health curriculum," said Mr. Hedderson. "Teachers will be able to use the resource to help students understand the health risks of tobacco and learn skills to deal with the peer pressure associated with smoking."

To appeal to youth, the resource kit features a student document that uses youth-friendly language and design to deliver the messages on the importance of staying smoke-free. It is linked with the outcomes of the Grade 7 curriculum and includes a teacher's guide that provides suggested learning and teaching activities.

The provincial Teen Tobacco Team is an integral component of government's strategy to prevent and reduce youth smoking. The team's role is to advise government, through the Minister of Health and Community Services, on issues related to teen smoking, in particular, prevention and cessation initiatives.

Library Week 2004

Library Week is April 25 to May 1, 2004. To help your students enter the Kingdom of Pages (pages of a book, magazines, newspaper, comics, plays or web pages), visit the Library Week site to see the poster, bookmarks, games, puzzles, contest details and sale products.

This year's contest is an art contest. Have your students imagine they are a knight from Read-a-lot and have bravely stepped forth to defend their Kingdom of Pages against the evil fire-breathing dragon, Illitosauras. Using their best artistic skills, have students submit a picture of themselves in this quest. Pictures must be on either 8 ½ x 11 or 8 ½ x 14 inch page. One prize will be offered for each grade from K to 12 and one prize for an adult category. Deadline for submissions is April 7, 2004.

The Library Week mailing will be the first week of March. For more details, please contact Jewel Cousins at jewelcousens@nlpubliclibraries.ca.

MUN PhD Program in Education

The Faculty of Education is pleased to announce that the Senate of Memorial University has approved a PhD in Education at its January meeting. For information on the program, including admission requirements and application procedures, please refer to the following web site: www.mun.ca/educ/PhD.

Council of Primary and Elementary Teachers (CPET) Spring Conference 2004

Building Connections

Sacred Heart Academy
Marystown, NL
April 29-30, 2004

CPET is currently organizing a conference for primary and elementary teachers in Newfoundland and Labrador. Registration will begin at 6:30 p.m. at Hotel Marystown on the evening of April 28, and continue the next morning at Sacred Heart Academy.

Keynote Speakers

Miriam Treheame will be the keynote speaker on Thursday, April 29. Ms. Treheame is a nationally renowned educator who has experience as a classroom teacher, resource teacher, program specialist (exceptional needs students) and university associate. She has worked extensively in the area of literacy with the Calgary Board of Education.

Dr. Myrle Vokey will be the keynote speaker on Friday, April 30. Dr. Vokey is a well-known Newfoundland educator with experience as a teacher, principal, school supervisor and assistant superintendent. He has received numerous awards over the years including Humanitarian of the Year in 2002.

Sessions

Many sessions are being planned encompassing a variety of topics such as:

- Visual Literacy
- Science in the Elementary Classroom
- Primary Technology
- Teacher Wellness
- Guided Reading in the Elementary Classroom
- Connecting Mathematics
- Family Literacy
- Effective Questioning
- Heads Up on the New Grade 5-6 Math
- Virtual Classroom

More details regarding sessions and presenters can be found at
www.bpsb.nf.ca/cpet

For Your Information

The registration fee for the conference is $50. On line registration will be available in the near future.

A block of rooms has been confirmed at Hotel Marystown for conference participants. Call 709-279-1600 at your earliest convenience.

Other inquiries regarding the conference can be forwarded to one of the following people:

- Theresa Jarvis, Tel: 709-891-6100, ext. 224 or tjarvis@bpsb.nf.ca
- Marlene Biggin, Tel: 709-891-6100, ext. 244 or mbiggin@bpsb.nf.ca

The cost of eating in Newfoundland and Labrador

Many Newfoundlanders and Labradorians with low incomes cannot afford to buy enough healthy food to meet their needs, concludes a discussion paper, *The Cost of Eating in Newfoundland & Labrador–2003*, released February 12, 2004.

The Dietitians of Newfoundland and Labrador (DNL), the Newfoundland and Labrador Association of Social Workers (NLASW) and the Newfoundland and Labrador Public Health Association (NLPHA) have collaborated to review current data concerning the ability of Newfoundlanders and Labradorians with low income to afford sufficient, nutritious food.

"In reality, housing, heat and light and other expenses take priority. Food is purchased from whatever is left over," says Glendora Boland, co-chair for DNL. "Out of necessity, people often buy more of the cheaper high calorie foods and less of the healthier more expensive foods like milk and fruits and vegetables."

People who are on fixed, low incomes may spend a disproportionate amount of their income on food; in some cases, the cost of a nutritious food basket would be between 28 and 119 percent of a family's/person's total available income.

A family of four living on $1,800 per month would need to spend $565 on groceries leaving $1,235 for fixed costs such as rent, heat and light, and other necessities such as clothing, school costs and medical costs. To make ends meet the family would cut back on the food bill.

Lack of nutritious foods affects physical and mental health, stress levels, ability to learn, ability to participate in society, and is associated with obesity.

High unemployment, low-income support and minimum wage rates are other factors that affect people's ability to purchase sufficient, nutritious food, reports the discussion paper.

The discussion paper makes a number of recommendations to the provincial government. "We hope a broad variety of groups will use this discussion paper on the cost of eating to help support community action and participate in the development of healthy public policy," says Ms. Boland.

Johnson Inc. launches Internet initiative

On February 6, Johnson Inc. launched an Internet initiative designed to provide NLTA members with an even higher level of service and convenience. Now you can complete and submit a home auto insurance quote form via the Internet through the Johnson Inc. web site at www.johnson.ca/nlta.

Johnson Inc. is proud to be the preferred provider of home-auto insurance to NLTA members since 1964.

NLTA past president remembers early days of teaching

The editorial staff of *The Bulletin* recently received correspondence from a retired teacher who has been a reader of this publication for 45 years.

Hudson Davis writes, "I enjoy reading the news and articles every month. The first item in your news caught my eye and brought back some happy memories of 63 years ago when I taught in Petites, my first school."

In his letter, Mr. Davis included pages from his life story that he has recently written for his children and friends. The pages were the story of his early days of teaching some 60 years ago and of the many people he met over the years.

Mr. Davis was very active in the NLTA throughout his career. He served as NLTA President from 1962-64 and in 1991 he was made an Honourary Member of the Newfoundland and Labrador Teachers' Association. He currently resides in Ontario and it was a pleasure to receive his correspondence and the pages from his book.

Nominations sought for Governor General's Awards for Excellence in Teaching Canadian History

Canada's National History Society is now seeking nominations for the Governor General's Awards for Excellence in Teaching Canadian History. We welcome submissions from elementary, middle, and senior school classroom teachers.

Six recipients will be selected and awarded $2,500, a medal and a trip for two to the award ceremony. Each recipient's school also receives $1,000.

The deadline for applications is April 30, 2004. For eligibility information and nomination form, visit www.historysociety.ca/gga.asp or call 1-800-861-1008.

Submissions sought for H. H. Stern Award

The H. H. (David) Stern Innovation in Second Languages Award has been established by the Canadian Association of Second Language Teachers (CASLT) to encourage school-based educators to focus on innovations in the classroom, the school and the community.

The criteria for the award can be viewed easily through CASLT's home page at www.caslt.org. Recipients will receive a grant from CASLT to support their program/project. The deadline for applications (which may be completed online) is March 31, and grants will be announced by April 30.

This is an excellent opportunity for teachers to share and be acknowledged for their innovative work with students. For further information please contact Valerie Pike at vpike@pwc.k12.nf.ca.

Global Campaign for Education

Global Action Week (GAW) will be held from April 19 to 25, 2004. This year's global action consists of the "World's Biggest Ever Lobby" on the theme of *Children Missing an Education*. Although the context may be different for Canadian children than for children in developing countries, there are still many in Canada who are missing out on an education for a variety of reasons: poverty, children of new immigrants, children with special needs, lack of resources at the school level and other reasons.

For this reason, the theme selected for this year's GAW resonates well as it represents yet another rallying call in support of children and youth in Canada – as well as abroad.

Around the world, children will be speaking out on their right to education. They will make their voices heard in national parliaments/legislatures, in state assemblies and in village councils.

The main aim of the Global Campaign for Education (GCE) Global Action Week is to pressure politicians to provide more money and political leadership in order to get all children, everywhere, into school. To do this, the GCE is organising the Big Lobby by children for children. Like a town meeting in the USA, an imbizo in Southern Africa, or a panchayat in India, a lobby is simply an occasion when those who hold power have to listen to the concerns of the people. The GCE lobby is a chance for millions of children to voice their right to a free, quality education… and ask politicians what they will do to make that right a reality.

For more information visit www.campaignforeducation.org.

THOMAS CHARLES GOSSE

Tom Gosse was a man of genuine compassion, kindness and sincere warmth of personality. These qualities were evident from the very first meeting with Tom in his gentle smile and warm handshake. Those who knew, worked with, and called him friend were truly privileged and blessed.

Tom was born on October 28, 1946 and grew up in Torbay. He graduated from Brother Rice in 1964 and continued to pursue his education, graduating with a B.A. (English) from Iona College, New York, in 1970, an M.A. (English), St. Michael's College, Vermont, in 1978 and a B.Ed. from Memorial in 1983.

His teaching years spanned from 1967 to 1995. During these years he taught at St. Pat's and Brother Rice in St. John's, St. Joseph's, Antigua, Regina High in Corner Brook and Mary Queen of the World and O'Donel in Mount Pearl. Tom was a member of the Irish Christian Brothers from 1964 to 1982 and it was during this time, from 1978 to 1981 that he was principal of Roncalli Central High in Avondale.

Tom's great interests and love in life were his family, his profession and his friends. His close, consistent contacts with his brothers, Justin and Dave, and his sister, Dorothy, and their families were shared in stories and his deep interest in the genealogy of his family. In his profession Tom enriched his work with his love of English and history. His love of and interest in his students was evident in his involvement with musicals such as *Oklahoma* and *Little Shop of Horrors* which he staged with his theatre arts groups. He was often involved with student councils and Remembrance Day ceremonies, for which he wrote a war play one year. Those who knew Tom as a friend were blessed by his kind, gentle-natured, warm personality and the wonderful "people person" he was, all of which was evident in his fun involvement in hockey and curling and the private groups that he was actively involved in.

One of Tom's favourite paintings was Van Gogh's, *Starry Night*. Tom's life often paralleled Van Gogh's struggle, but to have known Tom is to know that now somewhere in the heavens above there shines a very bright star, just as on earth in the warm, gentle smile and deep, caring ways he shone in the hearts of family, friends, colleagues and all who loved him.

(Submitted by Gloria MacDonald, a long time friend.)

Employment Insurance

The Basic Facts About "Special Benefits"

by STEFANIE TUFF

Under the Employment Insurance Act and Regulations there are two main categories of EI benefits – regular benefits and special benefits. Regular benefits are available to people who have the requisite number of insurable hours of employment under the legislation and whose employment has come to an end due to lay-off, contract expiry or leaving employment for "just cause". In order to be eligible for regular benefits, an individual must be ready, willing and able to work and should maintain an active job search. The number of insurable hours required varies depending on how long someone has been in the workforce and the regional rate of unemployment in the area where they live. Special benefits differ from this in that they are available in specific circumstances to individuals who are not able to or choose not to work in certain situations. To be eligible for special benefits, claimants must have a minimum of 600 insurable hours within the preceding year or since their last EI claim, regardless of how long they have been working or what the unemployment rates are in their region. As with regular benefits, teachers claiming special benefits must complete the appropriate application form and provide a Record of Employment from their school board. Any special benefits for which a teacher is eligible must be collected within the one-year period following the commencement of the claim. There are four types of special benefits: maternity, parental, sickness and compassionate care.

Maternity Benefits

These benefits are available only to natural mothers. A maximum of 15 weeks of benefits is payable at any time during the period beginning eight weeks before the expected date of delivery and ending 17 weeks following the week in which the baby is born. A two-week waiting period must be served except where the EI claim is made immediately following a period of paid sick leave, in which case the waiting period can be waived. Therefore, an application for maternity benefits may be made as early as ten weeks prior to the expected date of delivery. Should a newborn require hospitalization for an extended period after birth, maternity benefits may be interrupted during the time the child is in hospital and continued after the baby is released. Maternity benefits can be collected during the non-teaching periods (July-August, Christmas and Easter breaks). For example, a teacher who gives birth in July can commence her claim for maternity benefits as soon as the baby is born, even though she would not normally be working at that time and may be receiving "holdback" pay.

Parental Benefits

These benefits can be claimed by natural or adoptive parents while they are caring for their newborn or adopted child. A maximum of 35 weeks is payable to either the mother or the father, or can be shared between them if both parents meet the eligibility requirements. Parental benefits must be claimed during the one-year period immediately following the child's birth or arrival at the adoptive home. However, if a newborn or newly adopted child requires an extended period of hospitalization, the time limit for claiming parental benefits may be extended to a maximum of two years from the date of birth or adoption. Teachers claiming parental benefits must submit an adoption certificate or proof of the child's birth and a statement declaring their intent to stay at home to care for the child. Parental benefits can be collected during the non-teaching periods. For example, a male teacher whose partner gives birth in October but is not collecting EI benefits during the summer months could claim parental benefits during July and August even if he still plans to return to work in September.

Note: As reported in previous articles in *The Bulletin* (January/February 2003 and September/October 2003), teachers who give birth are entitled to access paid sick leave for a certain period of time following delivery as long as they have the necessary medical documentation and available sick leave. However, teachers who avail of this option must remember that this will not extend the period of time they have to collect EI maternity and parental benefits. A birth mother who plans to claim both the 15 weeks of maternity benefits and the 35 weeks of parental benefits (50 weeks of benefits in total) can only do so within the 52-week period immediately following the date of the baby's birth. If, for example, a woman accesses paid sick leave for six weeks following childbirth, her EI claim will commence after her last day of paid sick leave and she will, in effect, give up four weeks of maternity benefits since the last two weeks of sick leave will count as the waiting period.

Sickness Benefits

Teachers who are off work due to illness and have run out of paid sick leave may claim a maximum of 15 weeks of EI sickness benefits if they meet eligibility and medical requirements. Claimants have the option of using their last two weeks of paid sick leave entitlement as their waiting period, in which case, application for benefits should be made ten teaching days before the sick leave expires. A medical certificate is required when applying for sickness benefits. Teachers on continuing contracts cannot collect sickness benefits during the non-teaching periods unless they have sufficient insurable hours in some other occupation during the year preceding their claim for benefits.

Compassionate Care Benefits

This newest category of special benefits has only been available since January 4, 2004 with the enactment of amendments to the Employment Insurance Act and Regulations. These benefits are available to anyone who has the required number of insurable hours and who has to take leave from work temporarily to care for a family member who is gravely ill with a significant risk of death. A maximum of six weeks of benefits is available and, as for all other types of benefits, a two-week waiting period will apply. The Regulations set out the list of eligible family members and completion of a standard form medical certificate by a medical doctor or other medical practitioner is required. In order to avail of these benefits, teachers will have to request and be granted unpaid leave from their positions for up to eight weeks. However, under the provisions of the current Provincial and Labrador West Collective Agreements, the granting of unpaid leave is discretionary unless the leave is requested for reasons related to sickness, maternity/parental or adoption leave. Therefore, while we hope this would not be the case, it is possible that a teacher who qualifies for compassionate care benefits under the EI eligibility rules may not be granted leave for this purpose by his/her school board.

A full summary of the rules and procedures related to special benefits, as well as the necessary forms are available on the Human Resources and Development Canada web site at www.hrdc-drhc.gc.ca/ei-ae/employment_insurance.shtml. Any teachers who have questions regarding an application for special benefits should contact an Administrative Officer in the Benefits and Economic Services Division at 726-3223 or 1-800-563-3599.

Stefanie Tuff is an Administrative Officer in the Benefits and Economic Services Division of the NLTA.

Financing a Year of Deferred Salary Leave

by DON ASH

The Deferred Salary Leave Program (DSLP) is available to any tenured teacher in a permanent position covered by our collective agreement and is covered by Article 51 of the Provincial Collective Agreement (Article 57 of the Labrador West Agreement). Many teachers find the DSLP an excellent means of financing a year of leave to pursue travel, family time, other employment, or any interest that an individual might have. Leave under this plan is credited for purposes of pension, seniority, severance, increment, and sick leave. The plan is registered with Canada Customs and Revenue Agency (CCRA) who does not allow the year of leave to be used as the year of retirement.

While teachers find the DSLP an excellent avenue for rejuvenation, there are economic realities which must be faced. The Administrative Officers in the Benefits and Economic Services Division are often asked what the "difference is" in take-home pay while on Deferred Salary. We are reluctant to provide specific financial advice to members because each individual's financial situation is different and all financial matters are subject to change. Subsequently, the information provided contains rough estimates.

The following comparison of net salary for a teacher on full salary versus the various Deferred Salary options are rough calculations and for illustration purposes only. Each individual teacher's situation will be different. The salaries are those that are in effect as of September 2003. Taxes deducted vary for each teacher and they are rough approximations based on information provided by Teacher Payroll. EI and CPP deductions are based on 2003 formulae. A teacher in the DSLP pays pension on the full unreduced salary. EI premiums are paid on the full salary, but no EI premiums are paid during the year of leave. Subsequently, EI may not be able to be drawn in the year following the year of Deferred Leave, which may have implications for those wishing to take maternity leave following a deferred salary leave. Any further questions on the Deferred Salary Leave Plan should be directed to an Administrative Officer in the Benefits and Economic Services Division.

Full Salary

	Top of V Salary Scale	Top of VI Salary Scale	Top of VII Salary Scale
Salary	50,717	58,743	66,456
Estimated Tax	11,032	13,783	17,550
Estimated EI	819	819	819
Estimated CPP	1,802	1,802	1,802
NLTA Fees	507	587	665
Pension Deduction	4,742	5,492	6,214
Estimated Net*	**31,815**	**36,260**	**39,416**

** Estimated Net does not include an individual's insurances and deductions. (All calculations are for illustration purposes only.)*

2/3 Deferred Salary

	Top of V Salary Scale	Top of VI Salary Scale	Top of VII Salary Scale
Salary	33,811	39,162	44,340
Estimated Tax	5,594	7,149	8,814
Estimated EI	819	819	819
Estimated CPP	1,674	1,802	1,802
NLTA Fees	338	392	443
Pension Deduction	4,742	5,492	6,214
Estimated Net*	**20,644**	**23,508**	**26,212**

** Estimated Net does not include an individual's insurances and deductions. (All calculations are for illustration purposes only.)*

3/4 Deferred Salary

	Top of V Salary Scale	Top of VI Salary Scale	Top of VII Salary Scale
Salary	38,037	44,057	49,842
Estimated Tax	6,847	8,814	10,713
Estimated EI	819	819	819
Estimated CPP	1,802	1,802	1,802
NLTA Fees	380	441	498
Pension Deduction	4,742	5,492	6,214
Estimated Net*	**23,447**	**26,689**	**29,796**

** Estimated Net does not include an individual's insurances and deductions. (All calculations are for illustration purposes only.)*

4/5 Deferred Salary

	Top of V Salary Scale	Top of VI Salary Scale	Top of VII Salary Scale
Salary	40,573	46,994	53,165
Estimated Tax	7,602	9,762	11,825
Estimated EI	819	819	819
Estimated CPP	1,802	1,802	1,802
NLTA Fees	406	470	532
Pension Deduction	4,742	5,492	6,214
Estimated Net*	**25,202**	**28,649**	**31,973**

** Estimated Net does not include an individual's insurances and deductions. (All calculations are for illustration purposes only.)*

Don Ash is an Administrative Officer in the Benefits and Economic Services Division at the NLTA.

Challenges and Issues in Planning for Effective PD

by Dr. Karen Goodnough

In classrooms throughout Newfoundland and Labrador, teachers are facing unprecedented challenges. There are new and increasing demands on teachers to engage in more fundraising, to assume more administrative responsibilities, and to work with fewer resources. Moreover, teachers are expected to be knowledgeable about and adept at using a range of new instructional and assessment approaches, incorporating varied and current technologies into the learning process, and interpreting and implementing new curriculum outcomes in a range of disciplines. With the growing diversity in student populations and the commensurate expectation that the learning needs of all students be met in regular classrooms, teacher responsibilities are reaching onerous levels. If teachers are to meet these growing demands, they must be given the encouragement and support to engage in effective professional development (PD).

In the 1970's, "in-service" was the term of choice to describe PD. Teachers would attend one- or two-day workshop sessions in which outside experts would impart knowledge about a new curriculum or a new approach to teaching. Although more recent visions of professional development are becoming broader and more inclusive, schools and school districts continue to struggle with the issue of PD. As teaching and classrooms become increasingly complex, it becomes even more critical for PD to become a top priority.

When planning for PD, the needs of individual teachers, schools, and school districts need to be considered. In other words, a "one-size-fits-all" approach to PD is not likely to result in positive change at either the individual or system level. Plans and programs for PD should be multi-faceted, capitalizing on a range of strategies and more importantly, strategies should be chosen based on the purposes they are intended to serve. For example, one-day workshops may be appropriate for increasing awareness and providing new information. However, if the goal is to foster reflection and to help teachers develop in-depth insight into an issue or classroom practice, study groups or case study discussions would be more appropriate. A range of strategies – professional networks; web-based communities of learning; school-university partnerships; coaching and mentoring; teacher research; study groups; curriculum groups to assess student work and engage in curriculum development, adaptation, and implementation; workshops; seminars; and courses – should be considered when planning for PD. Experience and research have shown that a carefully developed PD program needs to be ongoing, build on teachers' prior knowledge and experience, foster community and collaboration, involve participants in decision-making about all aspects of the PD, foster risk-taking and self-reflection, and link to other school and school district goals and initiatives (Loucks-Horsley, Hewson, Love, & Stiles, 1998).

When designing effective PD, many issues may arise. One of the biggest challenges is finding the time and opportunity to engage in PD. If teachers are to design meaningful and relevant learning experiences for diverse learners in regular classrooms, more time will need to be devoted to PD. Of course, not everyone may understand this perspective. For example, the general public may view teaching as only occurring when teachers are in classrooms with students. Likewise, there are those who would argue that teacher PD should occur in the summer months only. Unfortunately, summer PD has had limited impact on changing teacher beliefs and practice. Like all people, whether children or adults, teachers need ongoing support and feedback as they learn. In other words, PD has to become an integral part of what teachers do on a daily basis. Change takes time and teacher learning cannot occur in a context devoid of students and classrooms. Consequently, if the general public is to be more supportive of PD, communication with parents, policy makers, and the general public re the critical role PD plays in improving the quality of student learning needs to be clarified.

So, how do we find creative ways to make more time for effective PD? Although the provision of release time is one solution, it provides limited opportunity for

ongoing PD. Release time is expensive to fund and few school districts can provide more than a few days for teachers to leave their schools with paid substitute teachers. However, if we look to other jurisdictions, we may be able to gain some insight. Some schools and school districts continue to use release time, but they are also restructuring, rescheduling, and making better use of time. For example, students may attend school longer on some days, thus allowing a day or part of a day to be freed during the week for teacher PD. Alternatively, schools are manipulating schedules so grade-level teams have time during the instructional day to meet and plan. In terms of better-used time, some schools have attempted to streamline staff meetings through the use of electronic media (e.g. some items and information can be communicated through e-mail) so less time is devoted to "administrivia." The obvious benefit of this is that more time can be used for school-based PD.

When restructuring or rescheduling time for PD, caution needs to be exercised. Parent schedules and demands (day care, transportation), collective agreements, mandated policies, and student activities, to name a few, need to be taken into consideration. Furthermore, the public perception of restructured time for PD should not be ignored; parents need to be apprised of the impact any form of PD will have on student learning. In addition to the issues of time and public support for PD, schools and school districts need to be cognizant of another challenge – devoting more time to the assessment of PD initiatives. Without the collection of systematic evidence about the strengths and weaknesses of any PD plan, there is little room for change and improvement.

I have many colleagues and friends in the Newfoundland and Labrador school system who have described innovative approaches they are adopting to promote PD. We need to continue to meet this challenge. Although professional development cannot be the sole agent for educational reform, it needs to be a vital component of how change is achieved.

Dr. Karen Goodnough is an Assistant Professor in the Faculty of Education at Memorial University of Newfoundland. She may be reached at kareng@mun.ca.

To Be or Not to Be A Teacher

Making the Toughest Decision of All

by BEVERLEY PARK

A recent study reported in the *American Educational Research Journal* (Fall 2003, Vol. 40, No. 3) documented the experience of 50 new teachers and, over a three-year period, explored some critical questions of what makes some teachers decide to stay in the profession and what causes others to leave. While there were many characteristics cited, their experiences at the school site were central in influencing their decisions.

Here's an astonishing fact. Three years into the study, 11 of the original 50 teachers were "leavers," having left public school teaching altogether – six after their first year, four after their second, and one after her third. Notably, more than half of those who did so left after their first year in the classroom.

Even if we were to acknowledge that half of the leavers were not destined to be teachers and made an appropriate decision to go, that still leaves us with a full 10 percent who represent a loss to our profession. And the bleeding continues… in the study of those who remained, as many as 28 expressed dissatisfaction and suggested that they too might leave.

I recognize up front that this is an American-based study, but I could not help but think, as I read this, that the stories and experiences of these Massachusetts teachers could be echoed in our own province. I have heard them myself from many young teachers struggling just to get to the next break.

If you were to stop right now before reading on, and think just for a moment, you would likely identify the reasons for staying or leaving. There were no big surprises.

In a nutshell, teachers reported that they stay because, despite the challenges, they feel a sense of efficacy. "Of central importance in all of the teachers' explanations of their decisions to stay was whether they believed they were achieving success with their students." This success depends largely on school-based factors – the greatest influence being the professional culture of the school.

Teachers say they leave because of excessive workloads and the overwhelming demands of the job, inappropriate teaching assignments, lack of resources, insufficient structures for student management, a school culture of isolation, and – this is the one that may surprise you – "disappointment with colleagues who didn't support them."

As members of the profession, this is something that should concern us all. If you are a new teacher, you may see this as a mirror reflecting your reality. If you are a more experienced teacher, it should call out to you to be sensitive to the need to support your less experienced colleagues. The past few weeks have been a particularly demanding time – preparing reports and meeting with parents. If the research statistics hold true (and I have no reason to believe they wouldn't), as many as 20 percent of our new teachers could be considering leaving. Is there something we – you and I – could do to help?

The Teacher Induction Program, initiated by the NLTA in 1999 and now operating in most districts, provides one model of support by pairing beginning teachers with a mentor. However, whether there is a formal mentoring program or not, each and every one of us has a responsibility to help each other and to develop a professional culture of mutual support. Here are a few things you can consider doing that could make a big difference:

- Share a resource you have found to be useful.
- If you know someone in another school who teaches the same grade/courses, introduce him/her to the new teacher.
- Invite the new teacher to visit your classroom to observe a lesson in progress or suggest that you would go to his/hers and provide feedback.
- Suggest a professional development opportunity – perhaps a good article or a video like the Harry K. Wong series, "The First Days of School."
- Encourage a brief time out from a lengthy work period – just for a coffee and a chat.
- Be concerned enough to just ask, "How's it going?" – and take the time to listen to the answer!
- Give the gift (and this is a biggie!) of doing his/her corridor duty or lunch duty one day.

… and don't do these just once!

While teaching is a wonderful (and wonder-filled) profession, we who are more seasoned may have forgotten some of what it was like to struggle day by day by day just to have enough success to keep us coming back. Think about it.

Beverley Park is an Administrative Officer in the Professional Development Division of the NLTA.

Teachers Institute on Canadian Parliamentary Democracy

Fantasy Camp for History Geeks and Political Junkies

by CAROL POWELL

For a week in November, myself and three other teachers from this province attended an institute in Ottawa entitled "Teachers Institute on Canadian Parliamentary Democracy". Along with approximately 100 other educators from all regions of Canada we were given the opportunity to visit and study all levels of the federal government. We met with deputies of the House of Commons, members of the Senate, the Governor General of Canada and her husband, parliamentarians, lobbyists, media representatives, and others. We attended Question Period at the House of Commons and were present for the royal assent of several new laws including one influenced by the tragic events of the West Ray disaster. We were given opportunities to observe and question – a privilege reserved for only a very select few Canadian citizens. All of this was made available because we are educators.

Newfoundland & Labrador delegation at the Teachers Institute on Canadian Parliamentary Democracy (l-r): Wally Penney, Teachers Advisory Council/ Facilitator; Denise Pitts, Newtown Elementary, Mt. Pearl, participant; Carol Powell, NLTA Humanities Special Interest Council, Provincial Representative; and Mary van Thiel, Macdonald Drive Junior High, St. John's, participant.

As teachers, we are faced with increased workloads and expectations and are given less time for preparation and in-servicing. We are constantly looking for activities which will inspire and educate our students, although we are often less than enthusiastic ourselves. We all need to be motivated and we sometimes have a difficult time finding a good source of inspiration. This experience met all of our needs.

The Institute began with a resource fair. A large number of groups and agencies were represented and resources flowed freely. We chose what we wanted for ourselves, gathered for our colleagues and picked up pens, stickers and bookmarks for our students. All material was shipped home courtesy of the Library of Parliament. Our days, and often our evenings, were organized into a very tight schedule but all events were interesting and worthwhile. We found a little time to socialize and those of us who wished to visit some of Ottawa's many attractions did so.

Unfortunately, this opportunity is not available to all Canadians, but as educators we have the opportunity to attend. Apply to the program. It will probably be the best professional and personal development decision of your career.

Carol Powell is a teacher at Brother Rice Junior High in St. John's.

Section 43
Supreme Court Decision Supports CTF's Intervention on Behalf of Teachers

by HARVEY WEINER

In a strong and balanced landmark ruling, the Supreme Court of Canada upholds Section 43 of the Criminal Code by a 6-3 majority. It rejects each of the appellant's arguments, namely the claims that Section 43 offends principles of fundamental justice, violates the *Charter* and is unduly vague. The analysis that follows is limited to the application of the judgement to teachers within a school setting.

The Court states that "properly construed", Section 43 sets real boundaries for the use of force and provides a solid core of meaning to the implicit limitations of what is "reasonable under the circumstances," when disciplining children and youth. International treaties, circumstances, social consensus, expert evidence and judicial interpretation provide the foundation for that core.

Clarification by the Court is provided as to how Section 43 should be interpreted in the future. Speaking for the majority, Chief Justice Beverley McLachlin states that corporal punishment by teachers is not acceptable but reasonable force used for purposes of restraint, removal of a child from a classroom, or to gain compliance with instructions is legitimate. McLachlin emphasizes that the Section 43 defense is only applicable in cases of "sober, reasoned uses of force that address the actual behaviour of the child and are designed to restrain, control or express some symbolic disapproval of his or her behaviour" (c. 24, p. 28). Force cannot be degrading, cruel or administered out of anger. Discipline by the use of objects, blows or slaps to the head is unreasonable.

The Court supports CTF's arguments that Section 43 is integrally related to maintaining the stable and secure school setting required to promote the healthy development of children within society. In addition, Section 43 is deemed essential by the Court because it "provides parents and teachers with the ability to carry out the reasonable education of the child without the threat of sanction by the criminal law" (c. 59, p. 41).

Furthermore, the judgement reinforces CTF's position on the potential consequences of frivolous charges, laid under the Criminal Code, which would result if Section 43 were deleted. "Men and women may have their lives, public and private, destroyed and families may be broken up." The Court states that "the force permitted is limited and must be set against the reality of a child's mother or father being charged and pulled into the criminal justice system, with its attendant rupture of the family setting, or a teacher being detained pending bail, with the inevitable harm to the child's crucial educative setting" (c. 68, p. 46). To reinforce that view, the Law Reform Commission of Canada's conclusion in their *Working Paper on Assault, 1984* is also cited as follows: "repeal could have unfortunate consequences, consequences worse than those ensuing from retention of the section" (c. 60, p. 43).

On balance, the Supreme Court judgement validates CTF's decision to intervene in this case in order to ensure that the specific concerns of the teaching profession would be addressed. We were able to separate our concerns as teachers from those related to parental rights to spank or use corporal punishment that received most media attention.

The Court clearly reaffirmed the right of teachers to intervene in situations that require the use of reasonable force and to do so without fear of criminal prosecution as long as the force used is "reasonable under the circumstances".

The full text of the Supreme Court decision is available on the CTF website at www.ctf-fce.ca.

Harvey Weiner is Deputy Secretary General of the Canadian Teachers' Federation.

2003-04 Drover Awards

Teachers Recognized for Contributions to English Language Arts

The NLTA Reading, English and Drama Special Interest Council (REaD) is pleased to announce the first recipients of the 2003-04 Drover Awards. Donna Mills from Macdonald Drive Junior High in St. John's has been named the Drover Award winner for Exemplary Teaching. Gord Ralph, a retired teacher from Holy Heart of Mary High School in St. John's has received the Drover Award for Distinguished Teaching. On March 11, a ceremony will be held to honour these individuals in St. John's, and at this time, the awards will be formally presented.

Congratulations are extended to this year's recipients. REaD would like to encourage all K-12 English Language Arts teachers to consider nominating colleagues for next year.

The Drover Award was established by the NLTA Reading, English and Drama Special Interest Council (REaD) in 2003 to recognize contributions in the areas of English Language Arts (reading, writing, speaking, listening, viewing and representing) as well as the study of drama. The award was established to recognize the significant contribution of the many dedicated K-12 English Language Arts teachers across the province.

Nominees must have demonstrated outstanding achievement in the teaching and learning of English Language Arts in Newfoundland and Labrador. Two awards are presented annually - the Drover Award for Exemplary Teaching and the Drover Award for Distinguished Teaching. There is one award for Exemplary Teaching presented per year but there may be up to ten awards for Distinguished Teaching distributed annually.

Nominations must come from REaD, the school district or school and must follow the guidelines set out in the nomination guidelines. Any active member of the Newfoundland and Labrador Teachers' Association is eligible for nomination.

The nomination package should contain the following:

- Record of teaching service and curriculum vitae.
- Description of any special projects led, initiated or supported by the nominee.
- Description of contributions in the area of curriculum development, curriculum support, and/or curriculum implementation in the discipline of English Language Arts.
- Listing of any other English Language Arts related activities.
- Listing of nominee's existing awards or honours.
- Three letters of support from colleagues who teach English Language Arts. These letters should contain contact information for each of the referees.
- Any other information or documents pertinent to the nomination.

All nominations must be forwarded to the President of REaD by April 15, 2004. Packages should be sent to Mr. Brian Vardy, Prince of Wales Collegiate, 24 Paton Street, St. John's, NL, A1B 3E7.

NLTA

HATS OFF!

Have you recently won an award, or know of a teacher who has been recognized for their contribution to the education of children in Newfoundland and Labrador?

If so, we'd like to hear from you. Please send information on the award as well as a profile of the award winner to:

Lesley-Ann Browne, Editor, *The Bulletin*
Newfoundland and Labrador Teachers' Association
3 Kenmount Road, St. John's, NL, A1B 1W1
Fax: 709-726-4302 or 1-877-711-6582 (toll free)
E-mail: labrowne@nlta.nl.ca

If possible, please include a photo of the award winner. All photos will be returned.

Spirit in Life and Teaching

by MARIE WALL

There often comes a time in our lives when we find ourselves at a crossroads and there is a strong desire to regain our sense of purpose. We may be overwhelmed with all of life's demands and feel the need to slow down and take stock. It may be a time when we feel disconnected from others, and more importantly, ourselves. Many things may be affected – our work, family life, and even our health. It can happen at any age and can be triggered by any event. The task is to find our way, to a more healthful life and to revive our spirit.

Spirit is life energy and it bonds all the elements of a person. It is invisible, yet real and concrete. While spirit is an essential part of human life, it is often accompanied by a great deal of confusion. This confusion stems from the connection between spirit and religion. Knowing what spirit is and how to develop or nurture it helps alleviate the confusion.

To understand the the relationship of spirit and religion, one needs to know that spirit is the "energy" and religion is the "structure". In recent years there has been a movement away from organized religion, yet there has been a boom in the commodity of spirituality. This growth in spirituality speaks clearly to the need for it in our lives. And while there can be a place for both, spiritual life is central to a healthy well-being. Spirit is the essence of who we are, and our spirit is not disconnected from our body or our actions. Nurturing our spirit, therefore, requires that we engage in activities that are life-giving. Just as food is required to nourish us physically, our spirit needs to be cared for on a routine basis. Caring for our spirit demands that we care for our physical, emotional and mental health.

Consider a period in your life when you felt particularly energetic. During this period were you content with yourself and your relationships? For some people this may come with their dreams and ambitions. For a young family it may be the birth of a new child. It may even be during a time of loss or illness. When we experience contentment with our life circumstances and ourselves, our life energy or spirit flows freely and is felt deeply. It is true that there are times when it is easier than others, yet each of us can opt to make life-giving rather than death-dealing choices.

We are aware of the expectations that the demands of teaching and home life have, yet we often neglect to take care of our own needs. Constantly taking care of others, without time for rejuvenation, can lead us down a destructive path. While society focuses a lot of attention on caring for our physical health, all aspects of our life must be tended to since our emotional, mental and spiritual health are all interconnected. Paying attention to our spirit will help us know what action we must take.

During times when we may feel empty, isolation or fear may result. Once the isolation and fear end we are able to live healthier, thus restoring our life energy and spirit. Developing better relationships with our co-workers, becoming more physically fit, or confronting problems, helps us to feel better. Caring for our spirit has an added bonus – we now have time and energy for the important things in our lives. With greater energy and better perspective, a teacher's students may also benefit, as would their school. The quality of all interactions improves. When teachers share with me their stories of change, I know it is more than an idea – choosing to care for ourselves leads us to more rewarding relationships with others.

Many of us experience a desire for things to be different, but fear often prevents us from making positive changes, thus depleting our spirit. We may worry that we cannot succeed, or even that we can. We may convince ourselves that we do not have the time, that the effort is not worth it, or that others may not approve. Although we yearn for change, fear stops us in our tracks and demands that we live a familiar, if somewhat unfulfilling lifestyle. We may believe that changes such as a new job or a new relationship will make the difference. In reality, however, it is through listening to our inner voice, our spirit, that will help us live a more fulfilling life.

Choosing to live with spirit is choosing to live an integrated and complete life. Movement towards living this integrated life is choosing to care for ourselves and others. This may appear selfish at first, but if our energy is limited and we are giving from the dregs of our reserves, what we are giving is low quality attention, possibly tainted with resentment or anger. Caring for ourselves leads to rejuvenation, and both the quality and quantity of our interactions will improve.

There is no secret recipe to self-care. It starts with listening to ourselves and acknowledging what we must do. The cost of not listening may be personal discord and eventually even health problems. It is often when a health crisis occurs that the decision to change becomes more important, because it may now become a matter of life or death. Why is it we often wait for this type of crisis in our lives before we choose to change? Parker Palmer (1998) says we can live destructive lives when we unknowingly give our hearts to institutions and allow it to overwhelm our lives. It is when we tend to our spirit and find solidness on which to stand "the ground of one's own being" that our life becomes more satisfying.

Is your self-care and your attitude giving you the spirit you desire? If so, great! If on the other hand you feel changes are needed in your life, take the first step. Make a choice for yourself, and consequently your family and students. Ask yourself: "What activities will be life-giving? Is this what I need to be doing right now?" Listen to yourself – you are your best guide.

I have found that nurturing my spirit often gives me energy to deal with other areas of my life, including work, family and community. I do this by spending time in nature, sharing with friends and taking time for reading and reflection. Periodically, I will make a concerted effort to rejuvenate my spirit by participating in a workshop and refocusing. Last year I joined a group of people who traveled to Conne River for a Vision Quest workshop. We spent three days on a lake with the Chief of Conne River where he shared with us some native traditions. We had time to talk and be "quiet". Remembering this experience has helped keep my life in perspective. Consider what you need to enhance your life energy and take action.

Marie Wall is an EAP Coordinator with the Employee Assistance Program for teachers. For confidential assistance contact Marie Wall (ext. 265) or Kathy Taylor-Rogers (ext. 242).

Nutrition Month 2004

Eat Well, Play Well: At School

by GLENDORA BOLAND

School is where children go to learn, play and develop skills that will last them a lifetime. With the slogan "Eat Well, Play Well", the Dietitians of Canada (DC) are focusing on healthy eating for school-aged children and youth for the March 2004 Nutrition Month campaign.

The school-age years are ones of rapid growth and development. Healthy eating and active living are key elements allowing children and youth to reach their full potential, while laying the foundation for a lifetime of healthy living.

The rising incidence of obesity among children and youth has been largely attributed to poor eating habits and inactivity. Concerned parents and educators identify lack of access to nutritious foods and lack of time for food preparation as a few of the problems that put children at nutritional risk.

Schools, teachers, parents and friends are key role models in influencing healthy living habits of children. To learn more about the perceived problems and potential solutions, the Dietitians of Canada invited input from parents, teachers and other caregivers through an online survey on their website. Almost 1,400 participants from across Canada completed the survey.

When asked to identify the biggest challenge for school-age children to eat well at home and school, survey respondents replied that key issues were the ready availability of soft drinks, potato chips, and candy, both in vending machines and canteens in schools and in the lunches children brought from home and also a lack of time to prepare healthy meals and school lunches.

What does the "healthy eating" picture in Newfoundland and Labrador schools look like? A "Survey of Food and Nutrition Policies and Services in Newfoundland and Labrador Schools" was completed in October 2000 by the Coalition for School Nutrition. The results are available online through the NLTA website (www.nlta.nl.ca/HTML_Files/coalition/survey.html). With a 72% return rate, the survey gives a good picture of the challenges ahead of us as we try to move towards a healthier school environment.

The results of the survey showed that overall only 46% of the food offerings in school cafeterias were considered nutritious. Canteens were marginally better with 53% nutritious items while vending machines, on average, contained only 27% nutritious food items. Ninety-two percent of the schools were participating in the School Milk Program but school cafeterias often served hamburgers, chicken nuggets and french fries more often than salads, fruit or yogurt. Principals indicated a need for school feeding programs. At the time, approximately 30% of the schools participated in a breakfast program for their students; 25% had a snack program and 15% a lunch program. Forty-five percent of the schools surveyed did not participate in any school feeding program but many indicated a need for such a program.

The majority (59%) of the province's schools did not have any specific food or nutrition policies or guidelines. The highest incidence of non-nutritious food offerings were at schools without such policies or guidelines. One of the barriers to nutrition policies was fundraising by selling non-nutritious food items. Chocolate bars were sold more than any other item in these campaigns. Non-nutritious food items were often sold in vending machines as a source of school funding. In addition, principals said other barriers to nutritious food choices and services included lack of adequate funding for school feeding programs, lack of subsidies for healthy food choices, lack of education on healthy lifestyles for parents and students and limited food preparation facilities and space for eating.

There are no easy solutions to such a complex issue, just as there is no one single cause of childhood obesity and poor eating habits. No one would argue that the best approach is prevention through healthy eating and

active living habits learned at a young age that stand the test of time. Equally important is the need for many groups, including parents, educators, school councils, school boards, health professionals, government, the food industry and others to work together to provide a supportive school environment that will have a positive effect on the eating habits and lifestyles of our children and youth.

If you're interested in making your school a healthier place to be – you're not alone. The Dietitians of Canada website (www.dietitians.ca/eatwell) is a place where people are sharing their success stories in the "Stories and Strategies Inventory". The launch is March 1, 2004 so why not visit the inventory to learn more about new approaches taken across Canada such as changes to curriculum, school food service policy, advocating for minimum hours of physical activity and classroom education that are already making a difference to the health of Canadian children. For example, a new space-themed program developed by teachers and dietitians called Mission Nutrition (www.missionnutrition.ca) is a fun and easy way to teach children about healthy eating, physical activity and positive self-esteem.

For more ideas to promote healthy living with children and youth visit the Nutrition Month website and use the searchable resource inventory to find materials and quizzes on healthy eating for children at home and school. To locate a dietitian in your area go to the Dietitians of Canada homepage at www.dietitians.ca.

The Coalition for School Nutrition was initiated by the Dietitians of Newfoundland and Labrador. The survey was funded by the Kids Eat Smart Foundation of Newfoundland and Labrador and the School Milk Foundation of Newfoundland and Labrador. An advisory committee included stakeholders with a direct interest in our children's health and its affect on our children's education. Representatives from the Departments of Education and Health and Community Services, the Newfoundland and Labrador Teachers' Association, the School Boards Association, the Federation of School Councils, Health and Community Services, St. John's and Western Regions were invited to provide input into the survey and to help with interpretation of the results.

Glendora Boland, B.Sc. R. Dt., is Chair of the Coalition for School Nutrition and a member of the Body Image Network.

www.johnson.ca/nlta *or call* **1.800.563.0677**

Child Nutrition Programs

Nutritional Benefits and More

by JIM BRAZIL

"Our teachers see the smiling faces every morning and comment on the value of the program to their teaching."

When I became principal of Mary Queen of the World School in Mount Pearl in April of 1998 the School Council Chairperson, Mr. Alfred Whiffen, indicated at our very first meeting that he felt there was a need in the school for a breakfast program because it was thought some of our students were coming to school hungry. As teachers, the suggestion of hungry children in the school was sufficient for us to initiate a pilot program for the remainder of the year. We were able to raise approximately $1,200 to run a program for the last three months of the school year.

The pilot program was a very basic one that involved one parent volunteer and a couple of teachers who served cereal and toast and juice in disposable styrofoam cups and bowls. We served between 30 and 40 children daily, mostly from the primary level. From the beginning the program was designed not to stigmatize, in that any student, for whatever reason, who had not had the opportunity to have breakfast on any given morning was invited to come and join the "Breakfast Club" as the children came to name it. Our pilot proved to be a huge success and it was decided to explore various possibilities regarding menu, funding, equipment and most importantly, volunteers. Today our program costs approximately $12,000 annually and we serve almost 25,000 meals yearly with a menu that includes pancakes, toast, fresh fruit, juice, cheese, milk, cereal and much more. Our volunteers have increased to 20 parents who give of their time freely, as well as a number of older students who assist our parents. Funding comes from various sources, not the least of which is the Kids Eat Smart Foundation (KESF) which supplies much more than financial help. The Foundation supplies nutritional advice and guidance to all of the Kids Eat Smart Clubs throughout the province.

The value of this program to our school is much more than just that of a nutritional service. As educators, we all know how important it is for our students to be ready to participate in the learning process without the physical needs that can prevent that process from taking place. As important as this is and as much as the research indicates how important this is, we discovered how such a program can change an educational community. Our students attend the program to have breakfast but it has also become an important part of the social life of the school. Many of our students start their day with their friends to talk, to share and then to begin their school day. Our teachers see the smiling faces every morning and comment on the value of the program to their teaching. Our parents often comment that their children want to wait to go to school to have breakfast with their friends. These parents understand that this is encouraged and any contribution they can make to the program is appreciated.

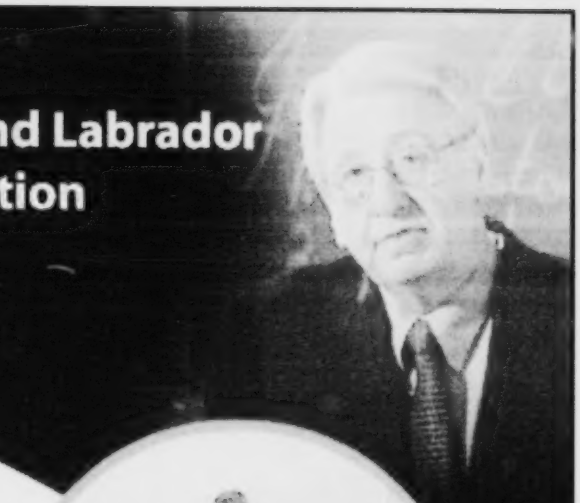
As principal at Mary Queen of the World, I would suggest that this very basic program has made a monumental change in our community. We have transformed from a school that had very few volunteers to a school that depends upon their valued support. They are welcomed and supported. There is a very specific need that is addressed daily and we all readily recognize their benefit to our school. But there has been a benefit that goes beyond this. Our volunteers have become more involved in our school to the extent that they decided two years ago to do more than just operate the "Breakfast Club". They wanted to make a contribution to our school that was not simply tied to the program. Over the past two years they have raised another $15,000 to renovate the cafeteria with new furniture and a mural painting.

The broader community has responded as well. The Knights of Columbus (Fr. John B. Kent Council #6638), the Mount Pearl Lions Club and the local St. Vincent de Paul Society have all become directly involved through regularly preparing meals or providing food items or even providing support for fundraising. We have established a relationship with these various community-minded organizations that is a direct result of the Kids Eat Smart Club's existence in our school. The Kids Eat Smart Club of Mary Queen of the World School has been a bit of a rallying cry for much of our community and as such it has led to an easy non threatening way for people and organizations to become involved in the life of our school. The culture has changed for the better because of our club and we are being present to our children in a very special way.

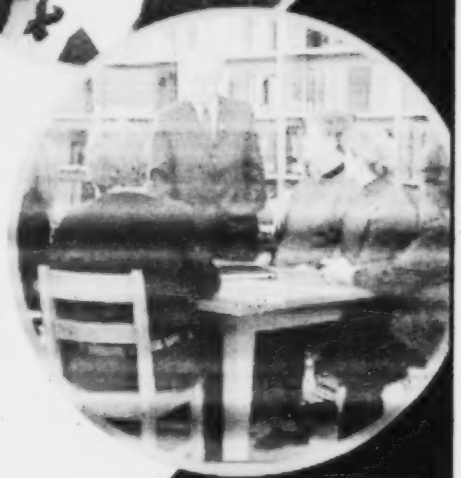
Kids Eat Smart Foundation Newfoundland and Labrador is a registered charitable organization that helps establish and support community-based, volunteer delivered nutrition programs for school-aged children throughout Newfoundland and Labrador. For information on how to start a Kids Eat Smart Club at your school, call 1-877-722-1996 or visit www.kidseatsmart.ca.

Jim Brazil is principal Mary Queen of the World School in Mount Pearl as well as a Board Member of Kids Eat Smart Foundation Newfoundland and Labrador.

Newfoundland and Labrador Teachers' Association



A message from Fred Douglas, President



You run a business for profit.
You run a government for people.
And we're certainly not seeing that.

Just look at our pensioners. If the premier can cut back our seniors' pension cheques, he can cut back education. And if he cuts back education, he will hurt another vulnerable group of people—our children. And we can't have that either.

So tell the premier, no more cuts to **education, and don't take that $5.00** a month out of the pockets of our seniors.

Surely, we're better than that.

Top Ten Lessons Learned

Reflections on a First Conference Presentation

by KIMBERLY MAICH & SHARON KEAN

Kimberly Maich and Sharon Kean undertook their first provincial conference presentation at the Eastern Horizons: Write On! Celebrating Children's Literature Conference in St. John's, on October 17, 2003, to an intimidating audience of 120. Their focus was on bibliotherapy or as one presentation participant who is a guidance counsellor succinctly summarized, "A book may be able to reach where an adult cannot." These are their "top ten" lessons learned from personal reflections and participant feedback during and after their presentation, entitled *Teacher as Therapist: Using Literature and Writing to Meeting Individual Needs.*

1. Be exceptionally, extraordinarily organized.
Plan to be more organized than you think you need to be. Have all your materials in one neatly labeled and carefully secure binder. Put your binder and materials in a box or bin with a well filling, waterproof, spill proof lid, and strap it securely onto a small wheeled trolley for easier toting throughout the conference area. We noticed other presenters who intelligently used such a trolley while we attempted to navigate the pressing crowds gripping the handle of an oversized plastic bin.

Being well organized will not only make your actual presentation appear fluent and effortless, but will also maximize your likely brief set up and take down time. The subsequent presenter in your accommodations will be exceedingly grateful for your timely exit. One of our participants kindly wrote, "…you were very well organized – things flowed smoothly."

2. Find yourself a partner.
Multiply your joy and divide your pain! If you enjoy working cooperatively, invite a colleague to create a proposal and develop a presentation with you. Having another well-informed professional to collaborate with is invaluable. For example, one early childhood educator commented that she "liked two people presenting".

3. Practice, practice, unceasingly practice.
Even if it seems artificial, extensive oral practice will inevitably assist you in excelling in your actual presentation to an audience. Have a detailed verbal script researched, written and printed out to carry out mock presentations to your classroom wall, the lamp, your partner, a friend, or the dog. It might feel synthetic, but it will give you confidence as well as fluency. When you are confident with your script in hand, try practice presentations directly from your slides or overheads and have a willing party review how much of your planned material was retained. One of our participants commented that, "Presenters obviously have a lot of knowledge in this area of bibliotherapy," but at the same time, an overwhelming number of participants encouraged us to summarize some more lengthy parts of our presentation; for example, "You don't need to read the WHOLE book!!"

4. Embrace your fear!
Enjoy the feeling just before you present… that feeling that comes along with the alcohol swab cleaning your upper arm just prior to the jab of your immunization needle. This appropriate stress and your unavoidable adrenaline will help your presentation be its finest.

5. Use your microphone if one is provided.
If your conference organizers provide you with a microphone, it is undoubtedly due to careful consideration of the needs of your audience. In other words, it is there for a good reason. You want your audience to save their energy for listening, thinking and participating, not straining to hear you. For example, one of our participants wrote, "All presenters should use microphones – especially when asking for audience participation – [I was] constantly straining to HEAR!"

6. Audiotape your presentation.
It might make you cringe, but it's a useful teaching and learning tool for your personal public speaking survival and future presentation improvement. Make sure you inform your audience!

7. Make your presentation memorable.
Find a creative way to let your individuality radiate to your audience. Tell the most hilarious story of your classroom career. Create a personalized conference t-shirt to promote your presentation. Use unusual graphics on your slide show or overheads. To make our presentation unusual, we created t-shirts with a logo connected to our presentation along with related graphics. The whole point of making presentations memorable is, of course, to help participants more easily retain and recall what they have learned.

8. Ask for written evaluations, but do not read them immediately!
If you do, the (hopefully) few negative comments will undoubtedly devastate you when you already are in a fragile state of emotional flux. And when you do read them, much later, remember that 'nasty' is not professional and does not need to be respected; constructive comments should be, however. Teachers can be an extraordinarily demanding audience, such as the following comments from one participant, which certainly subdued our feeling of any success: "Not what I was expecting at all… Had 2 excellent sessions this morning – very disappointing."

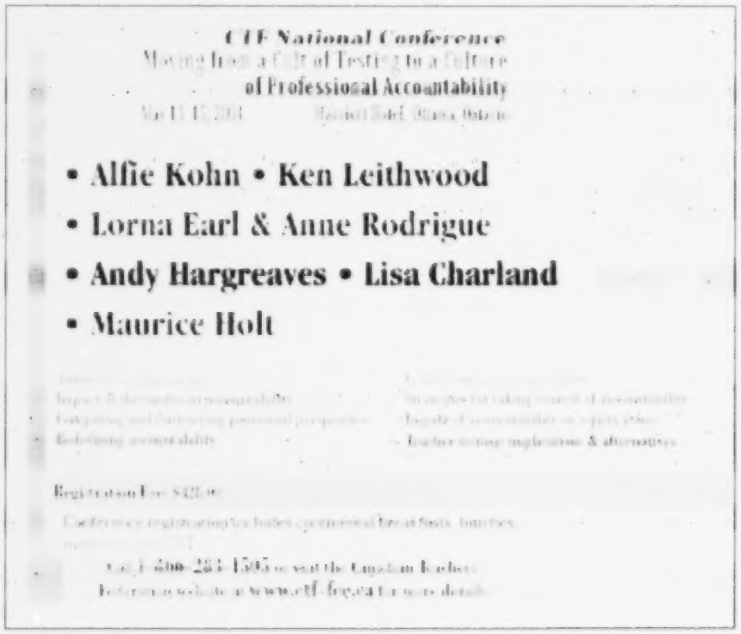
9. Provide a practical, professional package of accompanying handouts.
It's difficult for people to take notes when they're sitting hip-to-hip with nothing but their laps for a desk. Your audience has undoubtedly traveled extensively and want to enjoy themselves. However helpful it may be for learning and retention, not many in such settings would agree that taking notes constitutes enjoying themselves. And don't forget to let your participants know you will be providing handouts. They will get reasonably frustrated if they spend time awkwardly taking notes, only to find out you are providing a prepared written summary. A number of teacher participants kindly thanked us for providing them with "great handouts!" although one warned, "let us know what's on overhead is going to be on handout."

10. Give out free things to your patient, attentive audience!
Any audience enjoys the chance for an unexpected free prize. Giving away material related to your presentation is an effective way to share useful materials that accompany new teaching and learning strategies, as well as a venue to thank an audience for their kind attention. At the end of our presentation, we carried out a draw for a set of two appropriate books related to our presentation, a workshop t-shirt, and a free ticket to the conference banquet. Of course, we had no difficulty with "audience participation" in this segment of our presentation!

One very generous special education teacher participant responded with detail to our presentation: "I found your presentation very enjoyable. You both actually know what it's like to deal with all the extra emotions that exist in a given classroom. What a fabulous way to incorporate such beautiful, meaningful literature in your classroom and to incorporate writing activities as well! Super ideas!!!"

Our thanks, in turn, go to those who provided the opportunity for us to share our ideas, those who listened and participated, and for those who took the time to provide oral and written responses, both constructive comments for improvement and positive feedback about what they enjoyed.

Kimberly Maich is a Guidance Counsellor and Special Education Teacher at Point Learnington Academy and Leading Tickles Elementary. Sharon Kean is a Special Education Teacher at St. Anthony Elementary.


CTF National Conference
of Professional Accountability
• Alfie Kohn • Ken Leithwood
• Lorna Earl & Anne Rodrigue
• Andy Hargreaves • Lisa Charland
• Maurice Holt

NEWFOUNDLAND AND LABRADOR FEDERATION OF SCHOOL COUNCILS ANNUAL GENERAL MEETING
April 23-25, 2004
Airport Plaza Hotel, St. John's. For further information, Tel: 834-7300 or toll free at 1-877-739-4830 or e-mail nlfsc@stemnet.ca.

PRIMARY/ELEMENTARY SIC CONFERENCE
April 29-30, 2004
Hotel Marystown and Sacred Heart Elementary, Marystown. Keynote speakers: Miriam Treheame and Dr. Myrle Vokey. Details regarding sessions and presenters can be found at www.bpsb.nf.ca/cpet. For further information contact Theresa Jarvis, Tel: 709-891-6100, ext. 224, tjarvis@bpsb.nf.ca *or* Marlene Biggin, Tel: 709-891-6100, ext. 244, mbiggin@bpsb.nf.ca.

SCHOOL ADMINISTRATORS CONFERENCE
May 19-21, 2004
Battery Hotel, St. John's. Contact Linda Pike, Tel: 709-754-2440/41, Fax: 709-754-1805; E-mail: linda@ves.k12.nf.ca.

CANADIAN DOWN SYNDROME SOCIETY NATIONAL CONFERENCE
May 20-22, 2004
St. John's. A great opportunity for educators to learn about Down Syndrome. There will be some world renown speakers addressing education topics to help teachers as they endeavor to help individuals with Down Syndrome reach their potential. For further information contact Jamie Eddison, jdeddison@nf.sympatico.ca, Tel: 709-778-1258 (day) or 709-745-4492 (evening).

8TH ANNUAL WALK TO CURE DIABETES
June 13, 2004
Quidi Vidi Lake, St. John's. Registration to take place at the Legion 56, Pleasantville, St. John's between 12:00 noon and 2:00 p.m. A fun-filled day planned for the whole family with entertainment by Ray Lake, Sky High Amusements, A Magic Show, snacks, prize draws and much more. 1,000 walkers are anticipated. Walk as an individual or put in a team. For more information and to obtain a pledge sheet, please call Walk Coordinator, Kathy Power at 709-334-3312 or email her at stjohns@jdrf.ca.

EDGEO EARTH SCIENCE TEACHERS WORKSHOP
August 9-10, 2004
Johnson GEO CENTRE, St. John's. A great opportunity for K-12 teachers to get some practical hands-on Earth Science knowledge in a fun environment. Participants will enjoy a variety of presentations both in a lecture setting and in the field with trips to Outer Cove and the Kelligrews quarry fossil site. For registration and further information contact Thomas Loader, Tel: 709-737-7898 or email: thomasloader@geocentre.ca.

NON-VERBAL LEARNING DISABILITIES WORKSHOP
October 8, 2004
Mount Peyton Hotel, Grand Falls-Windsor. Dr. Dean Mooney (co-author of a new book on NLD with Dr. Byron Rourke), will be presenting this full day workshop. For further information contact Keith Adey, Tel: 709-292-5727.

MUSIC SPECIAL INTEREST COUNCIL CONFERENCE
October 21-23, 2004
Holiday Inn, St. John's. Contact Mary Dinn, President and Conference Chair, Tel: 709-745-1253 or e-mail: mdinn@roadrunner.nf.net.

S.M.A.R.T. (SCIENCE AND MATHEMATICS ACCESSING RECENT TECHNOLOGY) T3 REGIONAL CONFERENCE
October 22-23, 2004
Fairmont Hotel, St. John's. Join K-12 and college mathematics and science colleagues for two days of innovative professional development using Texas instruments and other educational technologies. Deadline for applications for presenters is March 31. Registration Fees: $65 (Early Bird); $75 (after June 15, 2004). For further details including online registration, contact the conference web site at www.stemnet.nf.ca/smart/.

Attention: All NLTA Members

The list of businesses who are participating in the NLTA **TEACHER DISCOUNT PROGRAM** is available on the NLTA web site at **www.nlta.nl.ca**. Click on Recent Info.

This list will be updated as changes and additions are received by the NLTA office.

If you are aware of any business in your community that would be interesting in offering a discount to teachers, contact:
Lesley-Ann Browne,
NLTA Communications Officer
726-3223, ext. 228 or
1-800-563-3599 (toll free)
labrowne@nlta.nl.ca

Dates to Remember

April 2004

Apr 1	**Deadline:** Johnson Bursary Applications
Apr 15	**Deadline:** Notice of postponement of Deferred Salary Leave or withdrawal from DSLP
Apr 16-17	NLTA Executive Meeting
Apr 30	**Deadline:** Deferred Salary Leave Applications
Apr 30	**Deadline:** Year-end resignation from contract

May 2004

May 7	**Deadline:** Notification by Board of layoff
May 9-15	Branch Election Week
May 20	**Deadline**: PD Fund applications